

**Cost Analysis for Implementation of the
Montana Common Core Mathematics Content Standards
Assumptions**

November 1, 2011

The following assumptions are based on the expectation that the current level of state funding will remain stable.

1. The Board of Public Education (BPE) has established a recurring cycle of revision for the Montana Content Standards. In 2011, the BPE will adopt the new Montana K-12 Common Core Mathematical Practices and Content Standards. These adopted standards will replace the previous standards in Mathematics.
2. The Administrative Rules of Montana (ARM) 10.55.603(1) requires local school districts to "incorporate all content ... standards into their curriculum, implementing them sequentially and developmentally."
3. ARM 10.55.603(2)(b) requires school districts to review curricula at intervals not exceeding five years and modify as needed to meet educational goals of the [district's] continuous school improvement plan. ARM 10.55.603(2)(c) requires school districts to regularly review and select materials and resources necessary for implementation of the curriculum and assessment that are consistent with the goals of the continuous school improvement plan.
4. The new Montana Common Core Content Standards shall be used by school districts to develop local curriculum and assessment aligned with the Mathematical Practices and Content Standards. The K-12 content standards describe what students shall know, understand, and be able to do in these content areas at each grade level. These K-12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. This change from benchmarks at three grade levels (4th, 8th, and upon high school graduation) to grade-specific standards will require school districts to realign curriculum. Because the new common core mathematics standards are more rigorous than the previous math standards, target college and career readiness for each Montana student, and include grade-by-grade learning progressions, the curriculum realignment will necessitate an extensive process that will result in additional costs.
5. The Montana Legislature appropriated funding to the Office of Public Instruction to provide regional trainings, workshops, and forums on local curriculum development for school personnel. This funding supports training, materials, travel costs, substitute pay, and other expenses associated with educators attending training outside of the school district.
6. For the school year 2013-14, the Mathematics Curriculum Specialist at the OPI will work with Montana educators to align their local mathematics curriculum and provide model curriculum for use by all school districts. The OPI has developed an implementation support structure

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to provide regional training to educators across the state. The Montana implementation support structure will include K-college videoconferences, webinars, and other digital and online venues to reach broad audiences of educators throughout the state.

7. Currently ARM 10.55.905 Graduation Requirements includes two units of math instruction for all students to graduate from high school. Implementation of the new Montana K-12 Common Core Mathematical Practices and Content Standards will require an additional unit of mathematics instruction. Some Montana school districts already currently require 3 years of math instruction for graduation. Therefore, school districts currently requiring only 2 years as a graduation requirement may need to hire additional staff in order to meet the required increase in essential mathematics instruction at the high school level.
8. School districts may need to purchase additional or new standards-based instructional materials, including technology and supplies.
9. The Montana Common Core Mathematical Practices and Content Standards are projected to increase school district costs. However, the added costs are currently indeterminate. These district costs will depend on:
 - The curriculum realignment with the new standards;
 - The alignment of existing instructional materials with the new standards, thus dictating whether new instructional materials need to be purchased, or if existing materials can be supplemented;
 - The availability of online and minimal cost supplementary materials; and
 - The need to hire additional teachers.